

in a country with developing economy are the poor ration of girl child education. In India, we have typical Victorian gender role distribution. We glimpse the men as bread-earner, women as bread-maker, men as challenger in the outside world and women as angel who expected to assure peace and happiness at home. Women, in a typical Indian family set up, has the additional responsibility of rearing the child/s with best elementary education at home. When we educate a man, we educate a bread-earner, but we educate a woman, we educate a family, a child who is a consumer of natural resources in our tomorrow's universe. The consumption of our daily necessity is materialized by women. So, we educate a woman with well-planned sustainable education, we prepare them to meet the demands of the present, and keep the things for tomorrow's use. Even, the legacy of this good education continues in the child/s who is a citizen in tomorrow's universe. In short, sustainable education educates a man to secure consumable goods higher and higher. It literates the women to use only to meet the present demands. Sustainable education directs the women to meet the instant need and keep it for future use. Even, they prepare the children with the same education.

We are living in the age of globalized consumerism where we have unlimited access to the pleasures around the globe. With the expansion of urbanism, even in the semi-urban areas we have the global access to the international goods. This increasing rate of consumption is the greatest threat to sustainable society. Fire cannot burn without the proper supply of fuel. We cannot live if we do not consume. If we consume, do not preserve the consumable goods for our tomorrow's universe, the picture of such future is beyond our imagination. The way we have gone with consumerism so far, we cannot be back. This makes the plan for sustainable future so relevant. Then, what can stop consumerism and its global and wide access? Fire cannot burn without the proper supply of fuel. Human cannot survive if they do not consume. But natural resources are limited. The consumption of such resources has always growing demands in the era of globalization. So, when natural resources are limited, human needs knows no bound, there arises the questions of sustainability. Only sustainable education can save our tomorrow's world. It can assure a future where human will never perish.

DIMENSIONS OF SUSTAINABILITY:

The term 'Sustainability' is becoming a popular issue in scholarly discussions day by day. But people lack adequate awareness of this by different types of activities only such as seminar, workshop, and conference and symposium regarding Sustainable Education or Sustainability. This awareness must be developed from the grass root level. We can secure our uncertain future by a proper education, in which a planned and organised curriculum can make use of the concept of Sustainability in our day to day life. The inculcation of peace and value, the sense of sustainability should also be implanted in the minds of all as sustainability fully counts on human awareness and participation. It depends on our different habits, attitudes, lifestyles and various activities. We all want to lead a happy and peaceful life by satisfying our own needs of various aspects. Education for Sustainable Development is necessary for our quality living. There are basically three dimensions regarding sustainability, which can be maintained and developed by a well organised curriculum. These are such as Society, Environment, and Economy. All these are engaged and interrelated to each other. If we want to know the way of a quality living, we must be concerned about these basic dimensions of sustainability- which will teaches us how we can preserve various resources for our future by a limited use of those resources at present, to meet our today's needs. The United Nations declared the beginning of the Decade of Education for Sustainable Development (DESD 2005–14), the Web-release of UNESCO emphasizes the integrative character of DESD:

The overall goal of the DESD is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations (Nikolopoulou. et. al, p- xiii, 2010).

Though the sense of sustainability should be developed in our daily lives, it is a universal concept. If today's world does not pay attention in sustaining various resources, it is impossible to build a secure future for our next generation. Man is a social being; hence they cannot survive without collaborative participation. This collaborative existence should reassure the protection of our environment to save our earth so that the various resources of the environment can be accessed as per our needs. But it is not possible individually. A good rapport between the community members in a society can make our dream true to save our environment. The production and distribution of various resources in a society are the other issues that deserve the equal attention. An improper and haphazard planning about economy can hamper the healthy lives of us and also our futures. These three can properly be addressed as the pillars of sustainability which are interlinked with each other.

EDUCATION FOR A SUSTAINABLE FUTURE:

Education is the basic way to develop a sense of sustainability in a nation and among the people. UNESCO aims to improve the access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and help people in developing knowledge, skills, values and behaviours needed to build a sustainable future. It is about including sustainable development issues, such as climate change and biodiversity into teaching and learning. Each and every individual should play a responsible and vital role for the fulfilment of the particular target. Education for a sustainable development is heart of the expedition to build a less troubled and more peaceful healthy world. Education is one of the most effective services to bring about the changes in different aspects such as knowledge, values, behaviour, attitude, mentality and lifestyles required to achieve sustainability and stability within and among countries, and to guarantee democracy, human security and peace. The main objective of such education is to secure a sustainable world.

It is widely agreed that education is the most effective means that society possesses for confronting the challenges of the future. Various problems of the universe would not be solved automatically and individually. Education serves society in a various ways; it makes people more responsible, wiser, and ethical. It develops the ability to solve various problems. It also serves society by providing a critical reflection on the world, especially its failings and injustices, and by promoting greater consciousness and awareness, exploring new visions and concepts, and inventing new techniques and tools. Education is also the means for disseminating knowledge and developing various skills, to bring about desired changes in behaviours, values and lifestyles, and to promote public support for the continuing and fundamental changes. Education, in short, is humanity's best hope and most effective means in the quest to sustain our world for the next generation. Society provides learners with multidimensional needs. Students of all social classes should be engaged in curricular areas to give them facility to participate actively for the preservation of resources for our future. Students from backward classes, girl child, dropout children even problem learners should be included under the same roof of education. Development of society is impossible discontinuously; it is only possible by togetherness. A planned curriculum can enrich the total system of an educational institution where all types of students can get equal opportunities. If they have the consciousness about sustainability, they can transmit this concept to their next generation. Each and every student has to realise that they all are the human resource of the nation, and they must have the idea about the proper use of various natural resources because these resources are material; they are used by the human resource. Today's learners are most precious for our future because they will lead our tomorrow. So they should be taught accurately how resources can be used in the present and be sustained for the future use.

SUSTAINABLE EDUCATION IS THE EDUCATION THAT-

- allows learners to acquire the skills, capacities, values and knowledge required to ensure a sustainable future,
- dispensed at all levels and in all social contexts (family, school, workplace, community),

- nurtures responsible citizens and promotes democracy by allowing individuals and communities to enjoy their rights and fulfil their responsibilities,
- fosters balanced development of the individual.

Prioritised Subjects in Sustainable Education Curriculum:

A Sustainable Future will protect our next generation. A sustainable world can be prepared by providing a good education as we know that only planned educational curriculum can spread adequate awareness among the budding generation. A good curriculum can develop a sense of sustainability among the students. In that case, different subjects are to be included in the curriculum such as-

- **Environmental studies:**

Environment is one of the basic components of sustainability. In a 21st century classroom, learners who are getting their lessons will lead our future, they should be conscious about different elements of environment, environmental problems and probable ways to get rid of those problems. If we want to live happily, want to give opportunity to our next generation to lead a healthy life; then we must save our environment. In that case, students must have the consciousness about this so that they can make the other people of the society aware about environment.

- **Social studies:**

The social dimension of sustainability is a necessary component for ensuring a sustainable future. Teachers will teach various subjects like history, geography, sociology, education etc. Students must know the historical background and its various components, the exact knowledge about geographical components, different aspects of Education and Sociology. These will empower students to be careful about Sustainable Development, and will make them aware of various dimensions of sustainability and help them to make people responsive about this. Students should be concerned about various social issues for taking necessary steps to control various types of social conflict and corruption.

DIFFERENT ELEMENTS OF SCHOOL CURRICULUM:

21st century is the age of anxiety. Curriculum is the key by which educational goals can be achieved. So, curriculum should be reorganised in proper plan if we want to sustain our various resources for the future use. Integrating the objectives, concepts and learning experiences of Education for sustainability into syllabuses and teaching programmes is an important part of such types of reforms. By following the curriculum, children can understand the present status of environment and its various elements which should be used in limited way as well as preserved for our next to secure a healthy sustainable world. This age is also the era of globalisation and modernisation where value and peace are decreasing day by day. As a result, people are suffering from violence, war, intolerance and unhealthy competition among each other. Value erosion is responsible for various types of unsocial and antisocial activities. The best way to get rid of this major problem is to develop a better academically and ethically and morally hygienic curriculum which will establish nonviolence, develop the ability of tolerance and different human qualities among people. It ensures a social bonding and interpersonal relationship between the members of a community. In a globalized universe knowledge is the key. New knowledge and discovery are coming into existence to make our living more comfortable. So, the higher authority should aim design a proper curriculum, which contains necessary elements for reassuring sustainable thinking and planning.

Different elements of the school curriculum that have a great contribution towards a sustainable future are [2]:

I. Community Knowledge:

The school curriculum should be enriched with community knowledge which includes local knowledge, local stories, history and different types of community experiences. Programmes that enable students to interact with local people and to find out about early history and change are essential to successful education processes. Children often have an intuitive capacity to distinguish between fact and fiction when listening to the stories of older people. Curriculum should be transacted through community knowledge among the students.

II. Interdisciplinary learning:

Education for Sustainable Development can be taught in all school subjects in such a way that the learning objectives of the subject are achieved whilst keeping students talking about and planning ways of living sustainably as citizens in a local and a global community.

III. Democratic practices:

Democracy is not only a right and responsibility- it should be practised in all aspects of school life. This democratic value promotes a sense of sustainability among students. Democracy should be both a goal and a method. It is a key of equality, justice, respect and trust.

IV. Knowledge and values:

Knowledge is as important as value of living. In the highest level of application of knowledge value is the most priced thing. It is not possible for everything that people have discovered to be taught in schools. The values that are used to select the knowledge that is taught in lessons should take account of student learning needs, local community interests and ways of learning to live sustainably.

V. Action projects:

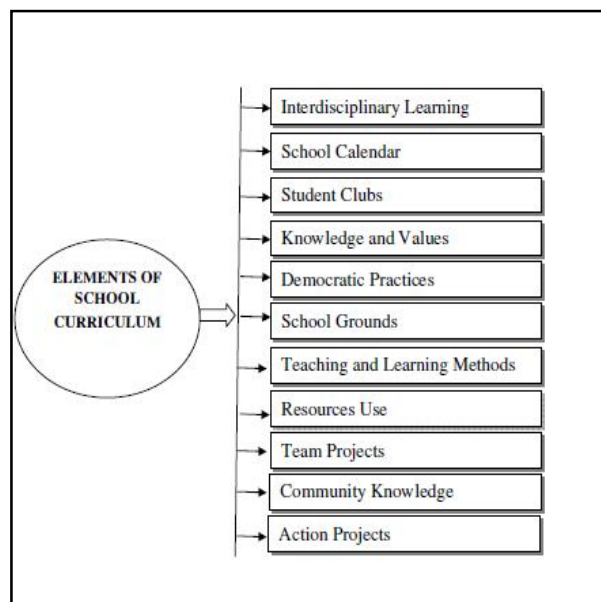
Action projects in the school grounds and local community by a class or club can provide valuable learning experiences. Projects can include: caring for a garden, visiting and helping senior citizens, working in a child centre or orphanage, monitoring local air or water quality, and so on. One of the many educational benefits of action projects is the self-esteem that young people feel from being successful in planning and conducting a project that benefits others.

VI. Resource use:

Auditing and the consequent saving of resources can save your school money by reducing the cost of resources such as water and electricity. The school can also save by re-using and recycling resources such as paper.

VII. Teaching and learning methods:

How students learn is often more important than what they learn. This is because of the 'medium' is as important as the 'message'. The particular knowledge can heat the student's mind if the teaching-learning method is perfect. Teachers should make the



students aware about the various resources of the nature so that they become active for the preservation of those resources for the upcoming nation.

VIII. School grounds:

School grounds and the local environment can be an important resource for many learning experiences. The school grounds can be used in a number of different ways, including local studies of plant and animal life found in the school grounds. It should be cleaned and maintained properly to create a beautiful healthy environment; this idea will help the students further to be conscious about their environment and its various resources.

IX. School calendar:

A school calendar maintains various national and international holidays perfectly. These 'days of celebration' are related to the aspects of social, ecological, political and economic sustainability. Such activities can promote thinking about sustainable futures by teachers, students and the wider community.

X. Students clubs:

Clubs are considered as an agency which can provide education informally to the students. These are an ideal way of integrating sustainable development issues into young people's thinking and activities. Different types of extra-curricular activities can be organised for/by the students at different extra times, which ensure the possibility of sustainability among students.

XI. Team projects:

Team projects are integrated into the formal curriculum. There is a great opportunity to share ideas, thoughts, and concept to each other and to learn from others about what they are doing. It gives a chance of interaction and cooperation to the students.

Finally, these all play a significant role in establishing a sustainable world for the future time. There are several types of goals of Sustainable Development like- No poverty, zero hunger, good health & well being, quality education, gender equality, clean water & sanitation, affordable & clean energy, decent work & economic growth etc. This is an agenda "of the people, by the people and for the people".

SDG focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, the acquisitions of skills for work, equity, inclusion, gender equality, and citizenship education. Finally, it aims to ensure quality learning outcomes for all. Culture is another important issue in this regard. Culture provides us our identity. SDG focuses on inclusion of all who are belonging from different cultures. Culture is both an enabler and a driver of the economic, social and environmental dimensions of sustainable development.

CELEBRATION OF SOME PARTICULAR DATES:

There are some special days which help to promote values and consciousness among people about different aspects of our environment, education, society, culture etc. Celebrations of these days contribute a lot to make the people aware and inspire them to understand the value of different resources. Sustainability is required for the rejuvenation of youthfulness of our mother earth. A sense of sustainability can be developed to the students by celebrating those special days in the school or institution such as [3]-

- April 7 – World Health Day
- May 1 – Workers' Day
- May 15 – International Day of Families
- May 18 – International Day of Museums
- June 5 – World Environment Day

- July 11 – World Population Day
- August 9 – International Day of the World’s Indigenous People
- September 8 – International Literacy Day
- September 16 – International Day for the Preservation of the Ozone Layer
- September 17-19 – Clean Up the World
- September 21 – International Day of Peace
- September 28 – World Education Day
- October 5 – World Teachers’ Day
- October 16 – World Food Day
- October 24-30 – Week for Disarmament and Development
- November 20 – Universal Children’s Day
- December 10 – Human Rights Day.

Some basic values which should be inculcated among people for creating a sustainable world:

The Millennium Declaration was based upon six fundamental values that enrich sustainable human development [4]:

○ Freedom:

All people have the right to lead their life freely- free from hunger, fear of violence, anxiety, injustice, repression etc. They should be free from all the obstacles possible. This is one of the basic values which are important for creating a sustainable future.

○ Equality:

Equality is another fundamental value for sustainability. All people should be treated as equal one irrespective of class, rights and gender etc.

○ Solidarity:

Solidarity refers to the ties in a society that creates bondage among people. Those who suffer or who benefit least deserve help from those who benefit most.

○ Tolerance:

People must have the ability to tolerate oneself, keep patience while listening others views. They must respect one other, in all their diversity of belief, culture and language.

○ Respect for nature:

Nature plays an imperative role to provide us protection, so we should take care of the nature. Prudence must be shown in the management of all living species and natural resources, in accordance with the precepts of sustainable development. Only in this way can the immeasurable riches provided to us by nature be preserved and passed on to our descendants.

○ Shared responsibility:

Responsibility for managing worldwide economic and social development, as well as threats to international peace and security, must be shared among the nations of the world and should be exercised multilaterally. It is a fundamental value which can make a sustainable future.

Teaching-Learning Strategies for Building Sustainable Future:

Different teaching-learning strategies that help in developing the sense of sustainability for our future are-

i. Experiential Learning:

Experiential Learning is such type of learning which develops the ability of critical thinking, problem solving, reflective thinking and decision making in contexts that are personally relevant to them. This approach to learning also involves making opportunities for debriefing and consolidation of ideas and skills through feedback, reflection, and the application of the ideas and skills to new situations.

ii. Story Telling:

Story Telling is one of the best strategies which are able to keep students' patience, attention and interest; and make the teaching effective. Story is the means of sharing one's thoughts, ideas, values, knowledge, perception etc. So, Story Telling is as a key teaching strategy for achieving the objectives of education for sustainable futures.

iii. Value Education:

Value Education is the most cherished and preferable strategy to integrate and inculcate different values among students- which ensures the formation of a sustainable future. Values are generally long-term standards or principles that are used to judge the worth of an idea or action. Social, educational, cultural values are important to mould a healthy future.

iv. Enquiry Learning:

Today's world is facing various problems in day to day life. The development of thinking and problem solving skills is an important objective of Education for Sustainable Development. It is a learner-centric approach that helps to prepare the students for critical enquiry at any situation.

v. Appropriate Assessment:

Proper assessment is especially important in Education for Sustainable Development because of the wide range of objectives concerned with knowledge, skills, values/attitudes, and action. There are various methods of assessment such as- self assessment, multiple choice tests, field trip report, library research essay, true false tests, decision making exercises and debate performance etc.

vi. Future Problem-Solving:

Problem Solving is a strategy for helping students to develop skills for analysing a problem. There are various steps that are important for this-

- Identifying possible causes and effects of a problem
- Identifying the underlying problem
- Brainstorming potential solutions
- Developing criteria for evaluating solutions
- Evaluating all solutions to determine the best one
- Developing an action plan

vii. Learning outside the classroom:

Learning inside and outside the classroom is always beneficial. Providing students with high quality learning activities in relevant situations beyond the walls of the classroom is vital for helping students appreciate their first hand experiences from a variety of different perspectives. It enhances learning by providing students with opportunities to practice skills of enquiry, values analysis and clarification and problem solving in everyday situations.

viii. Community Problem Solving:

Community is consisted of the local knowledge. Community Problem Solving is one of the best strategies that ensure a sustainable future. There are some basic steps involving this-

- Taking action
- Selecting problems
- Investigating
- Planning actions
- Exploring community concerns
- Assessing and developing student skills
- Developing visions of a sustainable future
- Evaluating actions and changes

These afore-mentioned strategies are important as well as congenial to create a sustainable future.

Contemporary issues:

There are different ways by which we can ensure a sustainable future [5]-

● Culture and religion for a sustainable future:

Culture and religion provide us guidance how to lead a life sustainably. It explores the principle of sustainable living by understanding and realising different cultural and religious issues like- Harmony with nature, Variety and diversity, Quality of life, Self-reliance, Co-operation, peace etc.

● Indigenous knowledge and sustainability:

Indigenous knowledge is based on local knowledge, folk knowledge, and traditional wisdom which are unique to a culture or society. This knowledge is passed on generation to generation, usually by word of mouth and cultural rituals, and has been the basis for agriculture, food preparation, health care, education, conservation and the wide range of other activities that sustain societies in many parts of the world. It also ensures the way of sustainable living.

● Women and sustainable development:

Women have a great contribution to the development in different parts of the world. Women education explores ways in which women from a number of countries are working to promote sustainable development in their communities and how these ideas can be integrated into a teaching programme.

● Population and development:

Sustainable development is a process through which people can satisfy their needs and improve their quality of life in the present but not compromise the ability of future generations to meet their own needs. Sustainability arises from population-environment-development interrelationship and human rights in population issues etc.

● Understanding world hunger:

Uncritical views about overpopulation are often associated with images of 'famine', 'world hunger' and 'the starving millions'. Food security is necessary criteria for the creation of a sustainable future. Hunger and malnutrition- both are the main obstacles for the proper development of a child. While maintaining a sustainable world, this problem should be overcome and adequate nutrition should be provided to the children.

● Sustainable agriculture:

Sustainable agriculture should be integrated into the curriculum as part of the process of reorienting education towards a sustainable future. This is a solution of different problems caused by conventional agricultural systems and practices. Sustainable agriculture is interrelated to food security as it offers innovative and economically viable opportunities for farmers, consumers, policymakers and many others in the food system.

- **Sustainable tourism:**

Sustainable tourism is defined as “tourism that respects both local people and the traveller, cultural heritage and the environment”. It seeks to provide people with an exciting and educational holiday that is also of benefit to the people of the host country.

- **Sustainable communities:**

Sustainable development should at the local community level. Different changes in favour of sustainability – by business, by national governments and by international agencies – facilitate action for sustainable development at the local level by individuals, families, schools, hospitals, workplaces and neighbourhoods. For creating a sustainable future, some problems like poverty, loneliness, unemployment, pollution should be removed as soon as possible.

- **Globalisation:**

Globalisation has accelerated rapidly especially in this 21st century. It creates a link between people, neighbourhoods, Countries to such a level that is better than they had before. As a result, our lives are becoming intertwined with people in all parts of the world via the food we eat, the clothing we wear, the music we listen to, the information we get and the ideas we hold.

CONCLUSION:

This discussion has presented many contemporary issues which might assure a sustainable future where people will get opportunities of freedom, flexibility, equality, equity etc. Research has shown that levels of crime and social problems are lower in neighbourhoods where people appreciate and care for their environment, and are involved in community relationships processes.

UNESCO is the United Nations’ Lead Agency for the UN Decade on Education for Sustainable Development (ESD, 2005–2014). Education is one of the most effective forces to bring about the changes in knowledge, values, behaviour and lifestyles required to achieve sustainability and stability within and among countries, and to guarantee democracy, human security and peace. UNESCO has a great contribution to provide education properly for the creation of a sustainable future that is free from poverty, unemployment, pollution, hunger etc. Finally, we have to take care of all the dimensions of sustainable development, lead our life properly and fulfil our demands keeping attention to the needs of our next generation. A planned curriculum should be reconstructed by which different aspects can be preserved for our future, and by this we can achieve our target of establishing a sustainable future.

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